Synopsis

EFFECTIVENESS OF A SELF IMAGE ENHANCEMENT PACKAGE ON SELECT LIFE SKILLS OF CHILDREN IN NEED OF CARE AND PROTECTION

Introduction

The truism that the children of today are the future of tomorrow assumes special significance in the context of our country where children comprise one third of the total population. Every child will grow into a responsible and worthy adult citizen who would shine in all spheres of life, if a conducive and enabling environment is provided. All of us have the onerous responsibility to mould and shape their present conditions in the best possible way. However, even after six decades of independence, as shown by census statistics, the state of children is a cause of concern to all of us. Indian adolescents are faced with various problems such as juvenile delinquency, alcohol and drug abuse, illiteracy, school dropout, low educational attainment, and family violence (Agarwal, 1989; Parikh & Krishna, 1992; Sarkar, 1988). Emotionally disturbed children exhibit their impairment in a variety of ways such as failing academically, having poor Self Images and peer relationships, and additionally they may have little respect for the law of their society and adults (Hendren, Weison & Orley, 1994). According to the WHO papers on mental health, ‘nearly one in five children will have an emotional/behavioural disorder at some time during their youth regardless of where they live or how well to do they are’. In fact, such children are in great need for programs to improve their Self Image and thereby enhance the quality of their lives.

It is well known that Self Image is very important in determining human psychological functioning and behaviour. It has important influence on human functioning. A person's Self Image is the mental picture that depicts not only details that are potentially available to objective investigation by others (height, weight, hair color, gender, I.Q. score, etc.), but also items that have been learned by that person about himself or herself, either from personal experiences or by internalizing the judgments of others. Life skills are ‘abilities for adaptive behaviour that enable individuals to deal

effectively with the demands and challenges of everyday life' (WHO, 1997). Some of these skills are decision making and problem solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, and coping with emotions and stress.

Life skills education promotes mental wellbeing in young people and equips them to face the realities of life. By supporting mental well-being and behavioural preparedness, life skills education equips individuals to behave in a pro-social ways and it is additionally health giving (Weisen & Orley, 1996). To achieve health giving pro-social behavior, a life skills programme must have effect on the inner layer of mental wellbeing and middle layers behavioural preparedness. Consequently, life skills education can be seen as empowering children and thus enabling them to take more responsibility for their actions (Orley, 1997). The development of life skills also enhances psychosocial competence.

The most direct interventions for the promotion of psychological competence through Self image build up are those which enhance a person's coping resources, and personal and social competencies. In school-based programmes for children, this can be done by a process of facilitating learning through a set of structured activities. It is intended to equip a deprived child with new or improved strategies for dealing with the daily life in the society and with specific situations that they are likely to experience. For more than a decade, research on interventions that address these specific areas has shown their effectiveness in promoting desirable behaviors, such as sociability, improved communication, effective decision making and conflict resolution, and preventing negative or high-risk behaviors, such as use of tobacco, alcohol and other drugs, and violence.

Need and Significance of the Study

In India, the enormity of children in need of care and protection is very high. The scenario of Kerala is similar. Even though Kerala is socioeconomically advanced compared with the rest of India, a significant percentage of population in Kerala still lives below poverty level and is unable to support family life. Many parents in Kerala, whether single or not, lack the facilities needed for providing quality care to their children. Some of them send their children to orphanages and some others to some institutions like Children's Homes so that they will get food, shelter and education. Other

factors leading to the enrollment to Children's Homes include petty offences, wandering, dropping out from school, behaviour disorders etc. Hence, it becomes the responsibility of the Government for the proper growth and education of these children and yet not many steps are taken for psychosocial development of the children. This assumes the need of some additional psychological packages, apart from the normal programmes, for the overall development of their Self image including physical, emotional and social factors.

It is widely believed that early-phase intervention represents the best approach to preventing juvenile delinquency. Prevention requires individual, group and organizational efforts aimed at keeping adolescents from breaking the law. Various countries use different methods to discourage delinquent and criminal behaviour. Early preventive work is being carried out in several areas. One of the most promising approaches is the implementation of a judicious and well thought-out programme helping young people learn how to engage in positive self-appraisal, deal with conflict, and control aggression. The programmes help young people find alternatives to illegal behavior, and to develop the social and cognitive skills necessary to avoid conflict and control aggression. Supplying adolescents and young people with increased economic opportunities, professional training and education, new workplaces and assistance in organizing businesses has seen to help prevent youth involvement in delinquent activities.

All the above mentioned factors channeled the investigator to conduct a study for the enhancement of Self image on children in need of care and protection. It has been implied that Self Image Enhancement Packages (SIEP) when implemented suitably lead to improvement of Life Skills of adolescents. The current study focuses on Effectiveness of a Self Image Enhancement Package on select Life Skills of children in need of care and protection, which has not been investigated in an adolescent population of Children's homes in Kerala. The study aims to explore and explicate the relevant literature on Children's' Homes, Children in need, Self image and Life skills – the definition, associated characteristics, and psychological theories. It also aims to evaluate the extent of Self image and Life skills in a group of children in need of care and protection, before and after the implementation of SIEP.

Hypotheses of the Study

The hypotheses set for the study are

1. There is significant difference in the effectiveness of SIEP in enhancing Self Image of children in need of care and protection for the total sample and sub sample based on gender.

2. There is significant difference in the effectiveness of SIEP in enhancing Self Image of children in need of care and protection for the following dimensions**:**

- Personal
- Psychological
- Social
- Coping
- Educational
- Moral

3. There is significant difference in the effectiveness of SIEP in enhancing Life Skills of children in need of care and protection for the total sample and sub sample based on gender.

4. There is significant difference in the effectiveness of SIEP in enhancing Life Skills of children in need of care and protection for the following skills:

- Self awareness
- Empathy
- Effective communication
- Interpersonal relationships
- Decision making
- Coping with emotions

Objectives of the Study

The objectives set for the study are

1. To study the Self Image of Children in need of care and protection with special emphasis on the

- various vocational, educational, recreational programmes provided,
- behavior of inmates, and
- documents and case studies.

2. To develop a Self Image Enhancement Package (SIEP) for children in need of care and protection.

3. To find out the effectiveness of SIEP on Self Image of children in the total and sub sample based on gender.

4. To find out the effectiveness of SIEP on Self Image of children with respect to the following dimensions:

- Personal
- Psychological
- Social
- Coping
- Educational
- Moral

5. To find out the effectiveness of SIEP on Life Skills of children in the total and sub sample based on gender.

6. To find out the effectiveness of SIEP on Life Skills of children in need of care and protection with respect to the following dimensions:

- Self awareness
- Empathy
- Effective communication

- Inter personal relationships
- Decision making
- Coping with emotions

7. To compare the effectiveness of SIEP over the existing method of practice in enhancing the Self Image of children in need of care and protection with respect to following dimensions:

- Personal
- Psychological
- Social
- Coping
- Educational
- Moral

8. To compare the effectiveness of SIEP over the existing method of practice in enhancing the Life Skills of children in need of care and protection with respect to following skills:

- Self awareness
- Empathy
- Effective Communication
- Inter personal relationships
- Decision making
- Coping with emotions

Methodology Adopted for the Study

The present study is intended to check the effectiveness of a Self Image Enhancement Package on select Life Skills of children in need of care and protection. Since the sample collected belongs to special group of children, a mixed methodology consisting of both qualitative and quantitative approaches was adopted. Hence, the whole study was divided into three phases for convenience.

In the first phase (induction phase), qualitative methods were adopted for seeking reflections about the prevailing systems and programmes related to the sample under study. By the completion of the first phase, in-depth understanding about the sample and other relevant details of the Children's Homes as a whole was identified. In the second phase (development phase), a Self Image Enhancement Package was developed by the investigator, gaining insight from the first phase of the study. This proved to be a major contribution for conducting the further study. In the third phase (experimentation phase), the investigator adopted the experimental procedure for testing the effectiveness of the prepared package in enhancing the Self Image of these children. Review of related studies illustrated that Self image and Life Skills complement each other. Hence, the investigator also tested the effectiveness of the package on select Life Skills like Self awareness, Empathy, Effective communication, Interpersonal relations, Decision making and Coping with emotions. The experimental design selected was non equivalent pre test post test design.

In the present study, children in need of care and protection within the age group 12-17 years residing in different Children's Homes were selected. For the first phase of the study, six Homes at Trivandrum, Kollam, Kottayam, Ernakulam, Thrissur, and Kozhikode were selected and almost 300 children were studied. Apart from the children, officials in the Head Office and the selected Children's Homes were included in this phase. For the experimental study, children from two Homes - one for boys at Thrissur and one for girls at Ernakulam - were selected randomly as the experiment group. A sample of 40 boys and 40 girls from these two homes was selected for the experimental study. The SIEP package was implemented in this experimental group comprising of a total of 80. As the control group, 40 boys and 40 girls from the same homes were selected that also comprises of a total of 80. Awareness classes on the different dimensions of Self Image were given to this group, using lecture method.

The tools and techniques used for the present study are Interviews, Behaviour disorder check list, Documents, Case studies, Self Image Enhancement Package, Self Image Test, Life Skills Test, etc. Interviews were conducted with officials of the Department of Social Welfare, the head of each institution, caretakers of each home, psychologists, counselors and the inmates. The purpose of the qualitative study is to

perceive the facilities provided in the Children's Homes, the different educational, vocational and recreational programmes, the attitude of various staff members to the inmates, the behaviour of the children etc. As the part of document analysis, the case histories of all the children in each home were referred in detail. Case studies of children from diverse backgrounds were prepared. A Self Image Enhancement Package was developed and validated by the investigator with the help of supervising teacher for enhancing Self Image of children in need of care and protection and thereby strengthen their select Life Skills.

The Self Image Test was developed and standardized by the investigator for assessing the level of Self image of children in need of care and protection. In order to assess the Life Skills of children, a Life Skills Assessment Scale was prepared for measuring the six Life Skills selected, based on the need analysis of the sample under study.

For all the purposes mentioned above, following statistical procedures were used.

a. Descriptive statistics like Mean, Median, Standard Deviation, Skewness and Kurtosis of the selected variables
b. Test of significance of difference between the means of the groups of samples
c. Analysis of Variance
d. Analysis of Co-variance

Major Conclusions based on the Findings

The major conclusions arrived on the basis of statistical analysis of data are presented below.

Conclusion - 1

The facilities provided in the Children's Homes is inadequate for the enhancement of Self Image of Children in need of care and protection

The conclusion is substantiated by the following findings:

1. The authorities are of the view that there should be some supplementary package for these children with a professional and psychological approach, apart from the regular programs conducted in the Children's Homes.

2. The occasional supplementary programmes conducted by the NGOs were not found to be fruitful in the psychological, social, and moral enhancement of these children. Children are also not much interested in attending such classes, probably due to the ineffective method of instruction.

3. Even though the infrastructure and other services of these Children's Homes are ample, many of the inmates are not fully satisfied with their life inside the homes, and are looking a life of more freedom outside.

4. From the behavior disorder check list, it was inferred that behavior disorders like hyperactivity, anxiety disorders and conduct disorders were shown by both boys and girls.

5. The documents and case studies provided a cross section of the nature of the whole children residing in these Children's Homes and their background. In all cases, family, peer pressures, financial condition etc. played a crucial role in bringing these children into these Children's Homes.

Conclusion - 2

The Self Image of children in need of care and protection is enhanced by the implementation of SIEP in the total sample and sub sample based on gender

The conclusion is substantiated by the following findings:

1. There is no significant difference in the means of pretest scores of Self Image of children in the Experimental and Control group of total sample and subsample based on gender.

Self Image (Total)	M (expt) =131.76	M (ctrl) =131.71	CR =0.032	P>0.05
Self Image (Boys)	M (expt) =137.12	M (ctrl) =137.38	CR =0.12	P>0.05
Self Image (Girls)	M (expt) =126.40	M (ctrl) =126.05	CR =0.21	P>0.05

2. There is significant difference in the means of **post test** scores of Self Image of children in the Experimental and Control group of total sample and subsample based on gender.

Self Image (Total)	M (expt) =178.56	M (ctrl) =132.91	CR =20.79	P<0.01
Self Image (Boys)	M (expt) =194.62	M (ctrl) =138.15	CR =34.14	P<0.01
Self Image (Girls)	M (expt) =162.50	M (ctrl) =127.68	CR =20.93	P<0.01

The mean post test scores of experimental group are greater than control group which show that SIEP is effective in enhancing the Self image of children in need of care and protection. The mean post test scores of boys and girls in the experimental group is greater than in the control group which shows that the implementation of package was effective for both boys and girls in enhancing Self Image.

3. There is significant difference in the means of **gain scores** of Self Image of children in the Experimental and Control group of total sample and subsample based on gender.

Self Image (Total)	M (expt) =46.80	M (ctrl) =1.20	CR =30.42	P<0.01
Self Image (Boys)	M (expt) =57.50	M (ctrl) =0.77	CR =36.04	P<0.01
Self Image (Girls)	M (expt) =36.10	M (ctrl) =1.62	CR =40.03	P<0.01

The mean gain scores of Self Image are significantly greater in the experimental group than control group. This clearly shows that SIEP package is effective in enhancing Self Image of children in the experimental group. The mean gain scores are significantly greater for both boys and girls in the experimental group. This clearly proves that SIEP package is effective in enhancing Self Image of boys and girls in the experimental group.

4. There is significant difference in the means of **pretest and post test scores** of Self Image of children in the total sample and sub sample of Experimental group based on gender.

Self Image (Total)	M (pre) =131.76	M (post) =178,56	CR =20.79	P<0.01
Self Image (Boys)	M (pre) =13.71	M (post) =19.46	CR =34.4	P<0.01
Self Image (Girls)	M (pre) =12.64	M (post) =16.25	CR =20.93	P<0.01

The value of critical ratio and mean scores reveal that the children in the experimental group performed better in the post test - after the implementation of SIEP package, in the total sample and sub sample. The value of mean scores shows that the boys in the experimental group performed better in the post test, than the girls.

Conclusion -3

The Self Image of children – dimension wise in need of care and protection is enhanced by the implementation of SIEP

The conclusion is substantiated by the following findings:

1. There is significant difference in the means of pretest and post test scores on all dimensions of Self Image of children in the experimental group for total sample.

Personal	M (pre) =15.83	M (post) =22.48	CR =12.28	P < 0.01
Psychological	M (pre) =25.23	M (post) =33.56	CR =14.76	P < 0.01
Social	M (pre) =18.66	M (post) =25.76	CR =13.31	P < 0.01
Coping	M (pre) =26.36	M (post) =35.51	CR =13.69	P < 0.01
Educational	M (pre) =18.03	M (post) =24.11	CR =16.07	P < 0.01
Moral	M (pre) =28.62	M (post) =37.12	CR =20.03	P < 0.01

The post test mean scores are significantly greater than pretest mean scores. This clearly shows that SIEP package is effective in enhancing different dimensions of Self Image of children in the experimental group.

2. There is significant difference in the gain scores of Self Image - dimension wise of children in the experimental group and control group.

Personal	M (expt) =6.65	M (ctrl) =0.22	CR =20.61	P < 0.01
Psychological	M (expt) =8.33	M (ctrl) =0.18	CR =22.11	P < 0.01
Social	M (expt) =7.10	M (ctrl) =0.20	CR =23.30	P < 0.01
Coping	M (expt) =9.15	M (ctrl) =0.03	CR =17.80	P < 0.01
Educational	M (expt) =6.08	M (ctrl) =0.31	CR =23.79	P < 0.01
Moral	M (expt) =8.50	M (ctrl) =0.23	CR =18.94	P < 0.01

The mean gain scores of Self Image - dimension wise are significantly greater in the experimental group than the control group. This clearly shows that SIEP package is effective in enhancing different dimensions of Self Image of children in the experimental group.

3. There is significant difference in the means of pre test and post test scores on all dimensions of Self Image of children in the experimental group based on gender.

Personal	Boys	M (pre) =17.30	M (post) =25.27	CR =13.36	P < 0.01
	Girls	M (pre) =14.27	M (post) =19.70	CR =9.65	P < 0.01
Psychological	Boys	M (pre) =26.27	M (post) =36.97	CR =20.50	P < 0.01
	Girls	M (pre) =24.20	M (post) =30.15	CR =9.86	P < 0.01
Social	Boys	M (pre) =19.75	M (post) =27.70	CR =11.95	P < 0.01
	Girls	M (pre) =17.57	M (post) =23.82	CR =9.25	P < 0.01
Coping	Boys	M (pre) =26.42	M (post) =40.42	CR =20.67	P < 0.01
	Girls	M (pre) =24.30	M (post) =30.60	CR =9.18	P < 0.01
Educational	Boys	M (pre) =16.65	M (post) =22.70	CR =14.50	P < 0.01
	Girls	M (pre) =17.3	M (post) =25.27	CR =13.49	P < 0.01
Moral	Boys	M (pre) =27.85	M (post) =38.72	CR =18.10	P < 0.01
	Girls	M (pre) =29.40	M (post) =35.52	CR =13.50	P < 0.01

There is significant difference between the pretest and post test scores on different dimensions of Self image of boys and girls in the experimental group. The post test mean scores are significantly greater than pre test mean scores. This clearly proves that the implementation of SIEP improved the performance of boys and girls in enhancing different dimensions of Self image in the experimental group.

Conclusion – 4

The Life Skills of children in need of care and protection is enhanced by the implementation of SIEP

The conclusion is substantiated by the following findings:

1. There is no significant difference in the means of pre test scores of Life Skills of children in the Experimental and Control group of total sample and sub sample based on gender.

Life Skills (Total)	M (expt) =69.19	M (ctrl) =67.68	CR =1.64	P>0.05
Life Skills (Boys)	M (expt) =71.02	M (ctrl) =69.15	CR =1.38	P>0.05
Life Skills (Girls)	M (expt) =67.35	M (ctrl) =66.20	CR =0.99	P>0.05

2. There is significant difference in the means of **post test** scores of Life Skills of children in the Experimental and Control group of total sample and sub sample based on gender.

Life Skills (Total)	M (expt) =107.46	M (ctrl) =69.08	CR =28.31	P <0.01
Life Skills (Boys)	M (expt) =114.92	M (ctrl) =69.97	CR =26.87	P <0.01
Life Skills (Girls)	M (expt) =100.00	M (ctrl) =68.20	CR =21.19	P <0.01

The mean post test scores of experimental group is greater than control group which shows that SIEP is effective in enhancing the select Life Skills of children in need of care and protection. The mean post test scores of boys and girls in the experimental group is greater than control group which shows that the implementation of package was effective for both boys and girls in the experimental group.

3. There is significant difference in the means of **gain scores** of Life Skills of children in the Experimental and Control group of total sample and subsample based on gender.

Life Skills (Total)	M (expt) =38.27	M (ctrl) =1.41	CR =46.04	P <0.01
Life Skills (Boys)	M (expt) =43.90	M (ctrl) =0.82	CR =58.58	P <0.01
Life Skills (Girls)	M (expt) =32.65	M (ctrl) =2.0	CR =47.51	P <0.01

Since the means of the mean gain scores of experimental group is greater than that of control group, it can be interpreted that the SIEP is effective in enhancing the Self image of children in need of care and protection. The mean gain scores are significantly greater for both boys and girls in the experiment group. This clearly shows that SIEP package is effective in enhancing Life Skills of boys and girls in the experimental group. The mean of the experimental group boys is higher than girls, which shows that the boys performed better than girls in the experiment.

4. There is significant difference in the means of **pretest and post test scores** of Life skills of children in the Experimental group for total sample and sub sample based on gender.

Life Skills (Total)	M (pre) =69.18	M (post) =107.46	CR =27.11	P <0.01
Life Skills (Boys)	M (pre) =67.35	M (post) =100.00	CR =26.87	P <0.01
Life Skills (Girls)	M (pre) =12.64	M (post) =16.25	CR =21.19	P <0.01

The value of critical ratio and mean scores clearly show that the SIEP package was effective in enhancing select Life Skills of children in the experimental group, for total sample and sub sample. The value of mean scores shows that the boys in the experimental group performed better in the post test, than girls.

Conclusion - 5

The Life skills of children - dimension wise in need of care and protection is enhanced by the implementation of SIEP

The conclusion is substantiated by the following findings:

1. There is significant difference in the means of pre test and post test scores on all selected Life Skills of children in the experimental group

Self Awareness	M (pre) =10.83	M (post) =18.08	CR =14.49	P < 0.01
Empathy	M (pre) =12.18	M (post) =18.11	CR =17.72	P < 0.01
Effective Communication	M (pre) =11.21	M (post) =16.68	CR =14.82	P < 0.01
Interpersonal Relations	M (pre) =12.65	M (post) =19.43	CR =16.76	P < 0.01
Decision making	M (pre) =11.55	M (post) =17.85	CR =21.87	P < 0.01
Coping with Emotions	M (pre) =10.75	M (post) =17.28	CR =22.54	P < 0.01

This shows that there is significant difference between the pretest and post test scores on different Life Skills of children in the experimental group. The post test mean scores are significantly greater than pretest mean scores. This clearly proves that the

SIEP package is effective in enhancing all selected Life Skills of children in the experimental group.

2. There is significant difference in the gain scores of Life Skills - dimension wise of children in the experimental group.

Self Awareness	M (expt) =7.25	M (ctrl) =0.21	CR =18.36	P < 0.01
Empathy	M (expt) =5.93	M (ctrl) =0.28	CR =20.08	P < 0.01
Effective Communication	M (expt) =5.47	M (ctrl) =0,26	CR =28.49	P < 0.01
Interpersonal Relations	M (expt) =6.78	M (ctrl) =0.21	CR =33.27	P < 0.01
Decision making	M (expt) =6.30	M (ctrl) =0.20	CR =30.21	P < 0.01
Coping with Emotions	M (expt) =6.53	M (ctrl) =0.23	CR =35.20	P < 0.01

Since the means of the gain scores of experimental group is greater than that of control group, it can be interpreted that the SIEP is effective in enhancing select Life Skills of children in need of care and protection.

3. There is significant difference in the means of pre test and post test scores on all dimensions of Self Image of children in the experimental group based on gender

Self Awareness	Boys	M (pre) =11.30	M (post) =21.12	CR =18.07	P < 0.01
	Girls	M (pre) =10.37	M (post) =15.05	CR =9.66	P < 0.01
Empathy	Boys	M (pre) =11.57	M (post) =18.90	CR =16.89	P < 0.01
	Girls	M (pre) =12.8	M (post) =17.32	CR =9.78	P < 0.01
Effective	Boys	M (pre) =19.75	M (post) =27.70	CR =10.97	P < 0.01
Communication	Girls	M (pre) =10.60	M (post) =15.60	CR =11.81	P < 0.01
Interpersonal	Boys	M (pre) =13.40	M (post) =20.57	CR =12.65	P < 0.01
Relations	Girls	M (pre) =11.90	M (post) =18.30	CR =12.86	P < 0.01
Decision	Boys	M (pre) =11.80	M (post) =17.05	CR =14.65	P < 0.01
making	Girls	M (pre) =11.30	M (post) =25.27	CR =13.49	P < 0.01
Coping with	Boys	M (pre) =11.12	M (post) =17.90	CR =17.42	P < 0.01
Emotions	Girls	M (pre) =10.37	M (post) =16.67	CR =15.60	P < 0.01

There is significant difference between the pretest and post test scores on select life skills of boys and girls in the experimental group. The post test mean scores of boys and girls are significantly greater than pretest mean scores. This clearly shows that the implementation of SIEP was effective for both boys and girls in the experimental group in enhancing select life skills.

Conclusion - 6

Self Image Enhancement Package is more effective than the existing method of practice in enhancing Self image of children in need of care and protection

1. Results of the Summary of ANOVA of the Pretest and Post scores on Self image in Experimental and Control Group showed that the difference between two groups is significant.

   (Fy for df/158 = 432.35; P < 0.01 level)

2. Results of the Summary of ANCOVA of the Pretest and Post test scores on Self image in Experimental and Control Group for Self image was found to be significant at 0.01 levels.

   (Fy.x for df=1/157 = 920.57; P<0.01)

3. The difference between the Adjusted Means of Post test scores on Self Image in Experimental and Control Group was significant.

   (My.x (con) = 132.94; My.x (expt) = 178.54; t =30.34 for df=1/157; P <.01)

Conclusion - 7

Self Image Enhancement Package is more effective than the existing method of practice in enhancing Self image – dimension wise of children in need of care and protection

1. Results of the Summary of ANOVA of the Pretest and Post scores on all dimensions of Self Image in Experimental and Control Group showed that the differences between two groups are significant

The obtained Fy for Personal self, Psychological self, Social self, Coping self, Educational self and Moral self are significant at 0.01 level. (Fy for df/158 = 142.06, 181.45, 176.27, 191.33, 252.36, 391.30; P < 0.01 level).

2. Results of the Summary of ANCOVA of the Pretest and Post test scores on all dimensions of Self image in Experimental and Control group were found to be significant at 0.01 levels.

The obtained Fy.x ratio for Personal self, Psychological self, Social self, Coping self, Educational self and Moral self were significant even at 0.01 level (Fy.x df =1/157 = 422.73, 483.56, 608.37, 315.48, 576.97, 479.97; P < 0.01).

3. The difference between the Adjusted Means of Post test scores on all dimensions of Self Image in Experimental and Control Group was significant.

The obtained 't' value for Personal self, Psychological self, Social self, Coping self, Educational self and Moral self exceeds the critical value of 't' at 0.01 level.

(t for df=1/157 = 20.56, 22.05, 24.67, 17.76, 24.08, 21.91; P<0.01)

Conclusion - 8

Self Image Enhancement Package is more effective than the existing method of practice in enhancing Life Skills of children in need of care and protection

1. Results of the Summary of ANOVA of the Pretest and Post scores on Total Life Skills in Experimental and Control Group showed that the differences between two groups are significant.

(Fy for df=1/158 = 801.63; P < 0.01 level)

2. Results of the Summary of ANCOVA of the Pretest and Post test scores on Total Life Skills in Experimental and Control Group was found to be significant at 0.01 level.

(Fy.x for df=1/157 = 2154.61; P<0.01)

3. The difference between the Adjusted Means of Post test scores on Total Life Skills in Experimental and Control Group was significant.

(My.x (con) = 70.00; My.x (expt) = 106.55; t =46.81 for df=1/157; P < 0.01)

Conclusion – 9

Self Image Enhancement Package is more effective than the existing method of practice in enhancing Life Skills – dimension wise of children in need of care and protection

1. Results of the Summary of ANOVA of the Pretest and Post scores on all selected Life Skills in Experimental and Control Group showed that the difference between two groups are significant

The obtained Fy for Self awareness, Empathy, Effective Communication**,** Interpersonal Relations, Decision making and Coping with Emotions are significant at 0.01 level. (Fy for df/158 = 232.77, 355.97, 237.02, 334.80, 451.53, 447.84; P < 0.01 level).

2. Results of the Summary of ANCOVA of the Pretest and Post test scores on all selected Life Skills in Experimental and Control Group were found to be significant at 0.01 levels.

The obtained Fy.x ratio for Self awareness, empathy, Effective Communication**,** Interpersonal Relations, Decision making and Coping with Emotions were significant even at 0.01 level (Fy.x df=1/157 = 332.77, 464.08, 804.33, 1093.97, 919.85, 1215.04; P < 0.01).

3. The difference between the Adjusted Means of Post test scores on all selected Life Skills in Experimental and Control Group was significant.

The obtained 't' value for Self awareness, empathy, Effective Communication**,** Interpersonal Relations, Decision making and Coping with Emotions exceeds the critical value of 't' at 0.01 level. (t for df=1/157 =18.32, 21.73, 28.40, 33.39, 30.33, 34.86; P<0.01)

Educational Implications of the Study

Education of today aims at the overall development of the individual. Hence, in addition to the academic achievement, equal importance is given to the enhancement of emotional, social and moral aspects of the child. In this sense, the SIEP is a well-

organized package as it deals with almost all facets of the individual. Many studies have revealed the close association of academic achievement with a positive Self Image (Simel, 2013; Booth & Gerard, 2009). The SIEP also gives a path to improve the educational Self Image of the children which is very much important to chart their future life. The SIEP can be implemented in schools by teachers and the methods used in this package can be easily carried out for all adolescents of age group of 12-17 years.

The sample selected for the present study was the Children in need of care and protection residing in the Children's Homes. The Self Image of these children was found to be low, so are their overall performances. A study by Hunshal and Gaonkar (2008) indicated that majority of institutional children had unsatisfactory adjustment indicating more problems in social, emotional and educational areas. These children were emotionally unstable, impatient, demanding, disobedient, less accommodating, shy, timid, sensitive, insecure, aggressive, worried, troubling, lacking concentration and interest in studies, poor memory which put impediment in their adjustment in the institutional living and in effective utilization of its services. As these children are sent to normal schools for education, these behavioral disorders may cause adjustment problems with other children also. So, it is time for the Government and other concerned authorities to think of ways to minimize the behavior disorders of these children and to enhance their Self Image. From the present study, it was found that the SIEP is effective and successful in this path, and the implementation of such packages would help children identify their potential and develop a positive Self Image which is essential for their successful future.

The study also revealed that SIEP is effective in enhancing the Life Skills of children in need of care and protection. It can be inferred that improvement in Self Image will in turn facilitate the enhancement of Life Skills also. Our present educational system stresses the need of attainment of the core Life Skills along with the formal education. In this context, the implementation of SIEP in schools is beneficial for acquiring some of the core Life Skills. Based on the present research results, it is recommended that packages such as the SIEP should be implemented in the Children's Homes along with the regular programmes. We might be equipping them to earn a living by providing formal education and vocational education, but this type of training programmes will

enable them to be more productive and subsequently endow them with the essential skills to convert a negative situation into a productive and effective one. These results were analogous to earlier research outcomes that Life Skills development intervention conducted among out-of-school adolescents improved their self confidence, assertiveness, communication skills and impulsiveness (Padmanabhiah, Kumar and Harnath, 2003; Caplan, Weissberg, Grober, Sivo and Jacoby, 1992; Tobler, 1992).

From the foregoing discussions, it is clear that a Self image Enhancement Package implemented systematically can bring about significant enhancement in various dimensions of Self Image of children in need of care and protection, as well as enhance their Life Skills. Along with the academic achievement, this would help these children to come out of their miserable and depressive past and develop potentials to proceed towards a bright and optimistic future.

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